

Fiscal impact reports (FIRs) are prepared by the Legislative Finance Committee (LFC) for standing finance committees of the NM Legislature. The LFC does not assume responsibility for the accuracy of these reports if they are used for other purposes.

Current and previously issued FIRs are available on the NM Legislative Website (www.nmlegis.gov) and may also be obtained from the LFC in Suite 101 of the State Capitol Building North.

FISCAL IMPACT REPORT

ORIGINAL DATE 2/24/15

SPONSOR Morales LAST UPDATED _____ HB _____

SHORT TITLE Teacher Career Academy Act SB 443

ANALYST Chavez

APPROPRIATION (dollars in thousands)

Appropriation		Recurring or Nonrecurring	Fund Affected
FY15	FY16		
	\$500.0	Recurring	General Fund

(Parenthesis () Indicate Expenditure Decreases)

SOURCES OF INFORMATION

LFC Files

Responses Received From

State Treasurer (STO)
Office of the State Auditor (OSA)
Public Education Department (PED)

Response Not Received From

Higher Education Department (HED)

SUMMARY

Synopsis of Bill

Senate Bill 443 appropriates \$500 thousand for the purpose of establishing the Career Teacher Academy Fund (CTAF) to carry out the purposes of the Career Teacher Academy Act (CTAA). The purpose of the Act is to recruit students in grades 6 through 12 to the teaching profession and provide them with information about career opportunities in teaching and available financial assistance.

SB 443 would allow PED to make awards from the fund on a competitive basis to eligible schools for teacher career academy programs that offer pre-collegiate activities related to teaching careers.

FISCAL IMPLICATIONS

The appropriation of \$500 thousand contained in this bill is a recurring expense to the general

fund. Any unexpended or unencumbered balance remaining at the end of FY16 shall not revert.

The CTAF consists of money appropriated to the fund, earnings from investment of the fund, federal funds available for the purposes of the fund and gifts, grants and donations. The fund would be administered by PED.

Continuing Appropriations language

This bill creates a new fund and provides for continuing appropriations. The LFC has concerns with including continuing appropriation language in the statutory provisions for newly created funds, as earmarking reduces the ability of the legislature to establish spending priorities.

SIGNIFICANT ISSUES

The CTAA, with the financial support of the CTAF, would support schools to create a teacher career academy program for students interested in activities that support and encourage students to enter the teaching profession. Eligible schools would apply to PED for program funding and include plans to evaluate the success of the program by tracking students through public and post-secondary schooling, as well as their employment status after graduation.

Under the bill, PED would work with the Higher Education Department (HED), teacher preparation programs and community colleges to develop concurrent enrollment teaching courses in areas related to teaching and school districts.

PED notes the department is committed to incentivizing the recruitment, development, and retention of highly effective teachers and school leaders. The department points out it is in the process of executing a contract for the development of a Native America teacher pipeline with Indian Education Act appropriations. PED notes that while this pipeline is not currently aimed at secondary students, its focus could be expanded to complement the teacher career academy programs established by SB 443.

OSA's analysis notes that given that more than half of K-12 students in New Mexico perform below grade level, it is important to attract more students into teaching and assure that the state's colleges and universities prepare high quality teachers, particularly as New Mexico's public school districts continue to encounter teacher shortages. OSA adds that improvement in these areas will enhance further government accountability of good use of educational funds and assure compliance with the state's educational performance outcome measures.

PERFORMANCE IMPLICATIONS

PED analysis states this bill would align with Goals 2 and 3 under PED's Strategic Lever 4.

ADMINISTRATIVE IMPLICATIONS

SB 443 requires PED to collaborate with districts and institutions of higher education to develop concurrent enrollment courses for participants in the teacher career academy program. PED notes this could be completed by the department using existing resources and personnel.

SB 443 requires PED to solicit and review applications from schools for funding from the TCAF

created by the bill. PED notes the bill does not specify what, if any, portion of the appropriated funds may be used to cover personnel and other administrative costs associated with this process.

OTHER SUBSTANTIVE ISSUES

School districts submitting a proposal under the CTAA are required to follow student participants in the program through college and subsequent employment status; it is not clear what resources schools have to follow students beyond graduation from a particular school.

ALTERNATIVES

PED notes that in order to simplify the process of establishing, supporting, and awarding teacher career academy programs at the local level, the Legislature may wish to consider amending SB 443 on page 2, lines 10 and 11, striking "a public elementary school that enrolls students in grade six". This would limit the program to only middle, junior high, and high schools. Including elementary school with sixth grade students may be difficult in that the program would not be school-wide and may be difficult to implement.

PED also notes the Legislature may also wish to include language establishing that courses developed for high school students as part of the teacher career academy program may be considered eligible for dual credit funds.

KC/bb/je